

GRADE 2

Communities Here and across the World

Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

2-1.3: Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.

Taxonomy Level: A 2 Understanding /Factual Knowledge

Previous/future knowledge: This is the first time students are introduced to specific contributions of cultural groups in the United States. In third grade (3-2.4, 3-2.7) students will learn about the culture, governance, and geographic locations of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. Further, in fourth grade (4-2.5, 4-2.7) students will summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. Fourth grade students (4-6.2) will also learn about the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War.

In fifth grade (5-3.4, 5-5.2) students will discover the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, and the cultural and economic contributions they made to this nation and discover the advancement of the civil rights movement in the United States, including key events and people. Further, in eighth grade (8-1.4) students will understand the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina.

Later, in high school US history (USHC-5.6, 5.7, 7.2) students will explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted; compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America; and explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies

It is essential for students to summarize the cultural contributions of Native American nations, African Americans and immigrant groups. Students should be able to define and identify significant contributions made by each of these groups throughout United States history.

It is not essential for students to know specific biographical and historical information about Native Americans, African Americans, and immigrant groups.

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Assessment guidelines:

Appropriate assessment requires students to *summarize* cultural contributions from Native American nations, African Americans, and immigrants; therefore, the primary focus of assessment should be to *generalize* the cultural contributions of each group.